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ABSTRACT

The Screening Assessment for Gifted Elementary Students-Primary Version (SAGES-P) developed by S. K. Johnsen and A. L. Corn (1992) is a reliable and valid instrument for the identification of young gifted children. The SAGES-P addresses the U.S. Department of Education's guidelines for the identification of young gifted children. The items were developed with gifted children. Normative data are provided by chronological age (5.0 years to 8.11 years) for both normal and gifted children. Its two subtests, Reasoning and General Information, correlate strongly with other instruments used in identifying gifted children and provide subtest scores in areas generally accepted as integral components of curricula for gifted children. The SAGES-P was standardized with 1,034 gifted children in 19 states and 2,581 normal children in 19 states. One figure illustrates the SAGES-P schema. Six tables present study data. Data for a report presented at the Sixth Annual Texas Testing Conference are included, and there is a 21-item list of references. (Author/SLD)

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SAGES-P*: A New Instrument in the Identification of Young Gifted Children

*Screening Assessment for Gifted Elementary Students-Primary Version

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ABSTRACT

SAGES-P, Screening Assessment for Gifted Elementary Students-Primary Version. (Johnsen & Corn, 1992), is a reliable and valid instrument for the identification of young gifted children. The SAGES-P addresses the U.S. Department of Education's guidelines for the identification of young gifted children. The items were developed with gifted children. Normative data are provided by chronological age (5.0 years to 8.11 years) for both normal and gifted children. Its two subtests, Reasoning and General Information, correlate strongly with other instruments used in identifying gifted children and provide subtest scores in areas generally accepted as integral components of curricula for gifted children. The SAGES-P was standardized with 1,034 gifted children in 19 states and 2,581 normal children in 19 states.

About the Authors

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Mr. Young just received a call from Laurel Valley Elementary School informing him that his son, Lee, scored in the 98th percentile on a test given to all first graders. He was, therefore, invited to a meeting of parents whose children may become eligible for the gifted program. Mr. Young quickly decided to inquire about his other twin son, Steve, also in the first grade. It seemed Steve's name wasn't on the list; he had scored in the 96th percentile. Mr. Young asked for his son's raw scores, a question parents who are not in Mr. Young's position, a statistician, probably would not have asked. As he suspected, his sons' raw scores were just two points apart. Would Lee be gifted and Steve be of average ability? This predicament, i.e. the number of test items at the upper end of the scale, may raise just one of many issues facing those who assume responsibility for making identification and placement decisions.

Were the items given to Mr. Young's sons able to discriminate between gifted and non gifted children? Were the boys' scores compared to scores of other gifted children? Furthermore, were the items developed with children who were gifted? Can items developed with a wide range of ability levels actually differentiate children's abilities within the ranges of giftedness and near giftedness?

Identification Processes

In identifying children for various gifted programs, school generally follow a four-step process: (1) Children are nominated by professional educators, parents, and/or peers into a *talent pool*; (2) they are further assessed and recommended as candidates for a specific program option; (3) they are reviewed by a committee that selects those children meeting the program criteria; and (4) they are evaluated within the gifted program to determine whether or not they should continue participation.

Selected instruments need to be reliable and valid for identifying young gifted children. Stanley (1976) pointed out that tests generally used to identify gifted children were inappropriate, for they failed to have enough "ceiling." Grade- and age-appropriate tests are often too easy for gifted children. Testing the child's limits can be achieved only if the test is difficult enough to determine the extent of the child's knowledge. For example, a second-grade child capable of sixth-grade math work is not going to be "tested" by a second-grade achievement test. In addition, two children who earn the top score on a test may actually have different abilities if the test is too easy.

In this case, the test does not accurately measure what the student is able to do (i.e., it does not discriminate among children with high ability). In like manner, professionals using a matrix with small score differentials to determine points for entry into a gifted program may inadvertently eliminate children who miss only one or two items if the test does not discriminate at higher ability levels.

Unfortunately, most tests used in the field of gifted education are not developed for use with gifted children. The U.S. Department of Education commissioned research on identification procedures, which resulted in the *National Report on Identification: Assessment and Recommendations for Comprehensive Identification of Gifted and Talented Youth* (Richert, Alvino, & McDonnell, 1982). This report criticized certain identification practices and their effects (Richert, 1985):

1. Procedures often limit selection only to academically achieving gifted students. Intelligence, creativity, and other areas of giftedness are not being assessed.

2. Tests are being used to measure abilities that they were not designed to measure. For example, IQ tests and achievement tests are being used interchangeable to measure specific academic and general intellectual ability. In addition, intelligence tests are often being used to identify creativity and leadership.

3. Diagnostic tests are being used for screening. Screening tests should be used for the initial stages of identification.

4. Multiple test score criteria are combined in ways that are statistically unsound. Percentiles are compared with standard scores or subjective ratings. Quantifying scores may hide performance indicators of potential.

5. Minorities are underrepresented by 30% to 70%.

In order to address these problems associated with identification procedures, the authors determined that a new instrument needed to be developed.

Rationale and Development of SAGES-P

SAGES-P: The Screening Assessment for Gifted Elementary School Students--Primary Version (Johnsen and Corn, 1992) was developed to eliminate some of the needs expressed in the U.S. Department of Education report. In addition, the authors felt a need to develop an instrument which would relate the identification procedures to those areas of curriculum commonly found in programs for gifted and talented children: aptitude and achievement. Subtests were therefore developed for each of the two areas.

The subtests are Reasoning and General Information (See Figure 1). The age group for which SAGES-P is appropriate is 5.0 through 8.11 year olds.

Figure 1

Subtest 1. General Information. The General Information subtest samples acquired general knowledge. The idea of achievement refers to what a child has acquired through formal and informal educational experiences and may refer to proficiencies in math, science, daily living skills, or schoolwork. Since the SAGES-P is intended to identify children for gifted programs, the items reflect knowledge that is most often acquired in the primary years.

This subtest requires the child to respond to questions in a multiple-choice format. The content for this subtest was drawn from current texts, professional literature, and books designed for primary children and is sequenced according to difficulty. Items require recall, understanding, and application of ideas and basic concepts.

Subtest 2. Reasoning. The Reasoning subtest measures one facet of aptitude or general intellectual ability. Cattell (1963) defines aptitude as the successful adaptation in situations in which previously learned skills are of no advantage. While situations may vary from adaptation in school to adaptation on the job or in independent living, the Reasoning subtest was designed to estimate a child's capacity to learn the kinds of information necessary to achieve in programs designed for gifted students.

This subtest requires the child to solve new problems by identifying relationships among figures and pictures. In an analogies format, the child must recognize pictures or figures, deduce relationships, and then find other pictures or figures that relate to the stimulus in the same manner. Relationships may vary in one or more attributes, associations, and/or meanings.

This subtest examines a sample of the child's ability to perceive new relations and learn new tasks, since the content is not related to abilities formally taught in school. Analogical reasoning is one of the behaviors most consistently identified in reasoning and aptitude tests (Carroll, 1976; Salvia & Ysseldyke, 1981). In the past Spearman (1923) used analogies as the prototype for intelligent performance. These

tasks are also currently used by Piagetian and information-processing theorists of intelligence since they require the ability to see "second-order relations" (Sternberg, 1985b; Sternberg & Rifkin, 1979).

The SAGES-P subtests allow the examiner to *sample* aspects of the two most commonly used areas measured when identifying gifted children. The test does not limit selection only to academically achieving gifted children, since it also includes items related to aptitude.

In addition, a child's performance across multiple areas may be compared. Performance variations on different SAGES-P subtests may assist in the identification of more than academically achieving gifted children. The availability of standard scores allows a more statistically sound measure of comparison.

Comparisons between the full scale and partial quotients allow the examiner to minimize any bias against racial, ethnic, socioeconomic, and/or linguistic minorities. The Reasoning subtest uses pictures and figures only. The content and format of this subtest meets some of the following guidelines offered by Jensen (1980) for a "culturally reduced" test -- a test that is less dependent on specific language symbols:

1. Performance measures rather than paper-and-pencil tasks should be used.
2. Preliminary practice items should be incorporated into the test.
3. The test should be untimed.
4. Test items should have abstract content instead of passages to read.
5. Items should require reasoning or problem solving and not specific factual information.
6. Novel problems should be presented to avoid the recall of previously learned information.

In addition, the SAGES-P was initially administered only to children in gifted and talented programs. The item analysis of these data identified only those items that *discriminated among the gifted group*. Therefore, the test is difficult and should be able to differentiate among gifted and non gifted, even within the talent pool.

Finally, the SAGES-P complies with the APA's *Standards for Educational and Psychological Testing* (American Psychological Association, 1985). To ensure these characteristics, adequate standardization, reliability, and validity data were collected.

Reasons for Identifying Gifted Children

One of the four major purposes for administering the SAGES-P is to obtain information that is helpful in identifying children for gifted classes that emphasize aptitude and achievement. It is not intended for identifying children for classes emphasizing talents in creativity, leadership, visual or performing arts, and/or psychomotor areas.

Second, the SAGES-P may be used as a screening instrument with an entire pool of children being considered for the gifted program or as a second-level screening instrument with only the talent pool. The SAGES-P provides norms for both groups. Borderline children may be more accurately identified using the gifted norms.

Third, the SAGES--P may be clinically used to examine a child's relative strengths and weaknesses in the constructs incorporated into the test. In this way, a child's potential is not hidden through the quantification of multiple test scores.

Fourth, the SAGES-P has value as a research tool, especially for researchers who need standardized instruments to study gifted behaviors. Its results can be used to test various theories of gifted behavior; to measure the relationship of reasoning and achievement to future school or vocational success; and to determine the effectiveness of various intervention programs.

Reasons for Identifying Young Gifted Children

As programs for gifted children are established in elementary school, parents, teachers, and school administrators often express concern regarding the age at which young children should be identified as gifted. Once a determination has been made to identify young gifted children, the methodology for doing so and the type(s) of programs to be offered are determined.

Several reasons have been offered in the literature as to why early identification is needed. If educators accept the philosophical premise that all gifted children have special needs and therefore deserve a different educational program, then it is incumbent upon them to identify the children for whom these special needs exist. As Parke (1988)) stated about young gifted children, "They differ in that they have the capability to learn at greater depth and more quickly, and they may have interests which may predate those of their peers (p. 196)." Other authors emphasize that

differentiated educational programs do, in fact, produce enhanced learning, even at younger ages, and some emphasize that the potential of the young gifted child can be maximized (Karnes, Shwedel, & Kemp, 1985). Under a different line of thinking, Karnes and Johnson (1991) noted that several professional educators have expressed strong beliefs that underachievement in adolescents can be attributed to a lack of support of gifted children in the early years.

Administration

The SAGES-P is untimed. Sternberg's (1982) research has shown that greater intelligence in children and adults is associated with more rapid execution of most components of information processing *except* with problem encoding (i.e., deciding on the nature of the problem, deciding on performance components relevant for solving tasks, and deciding on how to strategically combine performance components). Problem encoding is found in both the Reasoning and General Information subtests. If the SAGES-P is administered in small groups or individually, the examiner will need 30 to 45 minutes.

Tables are provided to convert raw scores into percentiles by the child's chronological age. Percentiles are available for both normal and gifted populations. School personnel can then assess the child's performance in relation to the children who have been functioning within a gifted grouping as well as those who are in regular class programs. Norms for SAGES-P were not determined with children who would function below the ability levels of regular classes or those for whom emotional or other handicapping condition would preclude their participation in regular programs. Therefore, the average ability norms represent the comparative level of functioning the student would achieve if placed in a regular class grouping and the gifted norms represent the child's potential for functioning among gifted classmates.

A unique feature of SAGES-P is that standard scores are also provided that allow administrators to compare subtest and full scores with other standardized instruments. Composite quotients are also provided.

Standardization

Between September of 1990 and June of 1991, the SAGES-P was administered to a sample of 2,581 normal children in 19 states. Normal children were identified as those currently enrolled in regular classrooms. The demographic characteristics of the SAGES-P normal standardization group are reported in Table 1. Gender, age, race,

ethnicity, domicile, geographic location, and parental educational attainment are reported.

Insert Table 1 about here.

Also, between January of 1990 and June of 1991, the SAGES-P was administered to a sample of 1,034 gifted children in 19 states. Gifted children were identified as those currently identified and enrolled in gifted classrooms. The demographic characteristics of the SAGES-P gifted standardization group are reported in Table 2. Gender, age, race, ethnicity, domicile, geographic location, and parental educational attainment are reported. Since demographic characteristics of a national gifted standardization group are unavailable, it was not possible to compare percentages with those of the United States population.

Insert Table 2 about here.

Reliability

Test reliability is the degree to which a test measures the same characteristics consistently. Tests that are unreliable may yield different scores at different times or when administered by different examiners. For example, when unreliable tests are used, children may exhibit gifted behaviors one year and not the next. This lack of consistency presents problems to the gifted coordinator when explaining the gifted program to parents. Consequently, examiners need to select tests that have good reliability or little error associated with the scores.

To estimate the amount of error associated with a test's scores, correlations are computed and a reliability coefficient is reported. For a test to be considered minimally reliable, its reliability coefficient must approximate or exceed .80 in magnitude. Coefficients of .90 or above are considered the most desirable (Helmstadter, 1964; Nunnally, 1978; Salvia & Ysseldyke, 1981). Two types of reliability are reported. For the Reasoning and School-Acquired Information subtests, it was possible to compute reliability coefficients for internal consistency. Since the Divergent Production subtest does not lend itself to estimates of internal consistency, an interscorer reliability

analysis was conducted. In addition, this section provides information pertaining to the subtests' standard errors of measurement.

Internal consistency reliability is the degree to which a test's items relate to one another or measure the same characteristics. The more the items relate to one another, the smaller the error within the test. For the SAGES-P, internal consistency was established using Cronbach's (1951) coefficient alpha, a generalization of the Kuder-Richardson Formula 20 for items scores as "pass" or "fail." Internal consistency reliabilities for the composites were derived using Guilford's (1954, p. 393) formula designed for this situation. Coefficient alphas for the SAGES-P subtests and composites are presented in Table 3.

Insert Table 3 about here.

The alpha technique was applied to 120 protocols, 60 drawn randomly from the gifted standardization group at each of the four age intervals and 60 drawn randomly from the normal standardization group at each of the four age intervals. From the table, one can see that 100% of the alphas reach .80 (i.e., the criterion for acceptable reliability) for both the gifted and normal groups; 92% in the gifted group and 83% in the normal group attain .90, the optimal level. The alphas in Table 3 were averaged, using the z-transformation method for meaning correlation coefficients. The figures in this column at the extreme right of the table indicate the overall reliability of the SAGES-P. The averaged alphas indicate that all of the subtests for the gifted group are sufficiently reliable for both the gifted and normal groups.

Standard Error of Measurement

The standard error of measurement (SEm) establishes the range within which an individual's true test score probably lies. Sixty-eight percent of the time the true score will lie between ± 1 SEm of the obtained score; 95% of the time it will lie between ± 2 SEm of the obtained score; and 99% of the time it will lie between ± 3 of the obtained score. The smaller the SEm, the more reliable a test is generally assumed to be. The SEm of the SAGES-P for all subtest and standard scores round to 1 for both the gifted and normal children. Obviously, such a small SEm is evidence of the reliability of the SAGES-P subtests.

Validity

Validity is a demonstration that a test does what it is supposed to do. Gronlund (1985) writes that authors of educational and psychological measures should provide evidence of at least three types of validity--content validity, criterion-related validity, and construct validity.

Content validity involves the degree to which the content of a test samples the area being measured. First, the contents of SAGES-P is found in the majority of school identification procedures used for gifted programs and second, the test itself conforms to currently used tests for identifying gifted children.

Criterion-related validity relates to the degree to which the test compare with external variables considered to be direct measures of the characteristic or behavior. If a test like SAGES-P is presumed to measure behaviors related to giftedness, it should correlate well with other tests that are known or presumed to measure gifted abilities, i.e. aptitude and achievement.

The correlation of the SAGES-P and aptitude was undertaken with two measures, the Wechsler Intelligence Scale for Children--Revised, and the Stanford-Binet Intelligence Scale. A sample of 56 second and third-grade students from Gulf Breeze, Florida, was used in the WISC-R study. In the Stanford-Binet study 40 second-grade students from Dardanell, Arkansas, were used. The correlation coefficients, computed with standard scores, were corrected for attenuation to account for the instruments lack of perfect reliability, and corrected for restricted range. The correlation coefficients for both studies are reported in Table 4.

Insert Table 4 about here.

During the standardization of the SAGES-P, four achievement-related tests were administered to samples of students--the SRA Survey of Basic Skills, the Education Ability Series, the Peabody Individual Achievement Test--Revised, and the Otis-Lennon School Ability Test. A sample of 60 second-grade students from Farmington, Maine, was used in the SRA and EAS study. In the PIAT-R study 30 second-grade students from Fayetteville, Arkansas, participated. The OLSAT study was conducted in Chicago, Illinois, using 159 first-and second- grade students. The correlation coefficients, computed with standard scores, were corrected for attenuation to account

for the instrument's lack of perfect reliability and corrected for restricted range. The correlation coefficients for all studies are reported in Table 5.

Insert Table 5 about here.

A cursory inspection of the correlation coefficients in Table 4 and 5 is sufficient to verify an appreciable relationship between the SAGES-P subtests and the areas of aptitude as measured on the WISC-R and Stanford-Binet and achievement as measured on the SRA, ESA, PIAT-R, and OLSAT.

Construct validity is an estimate of the extent to which a test measures a particular construct such as giftedness. Certainly, the concurrent validity data reported in the previous section also reflect on the construct validity of the SAGES-P. Since the SAGES-P, which is supposed to measure gifted behaviors, correlates highly with other measures used in identifying gifted students, we can conclude that the test's construct validity has been partially established.

Since the abilities tested by the SAGES-P are developmental in nature, performance on the test should relate significantly to chronological age. For normal students the correlations with age are as follows: Reasoning = .39 and General Information = .60. For gifted students the correlations are as follows: Reasoning = .46 and General Information = .68. Clearly coefficients of such magnitude provide evidence of the test's construct validity.

The strongest evidence of the test's construct validity, though is its usefulness for screening. In this case, the SAGES-P was administered 1,034 gifted students and 2, 581 normal (i.e., non gifted) students. Table 6 reports the mean SAGES-P subtest scores for both groups. As can be seen by inspection of the table, the gifted scores are substantially higher, providing evidence that the test discriminates between normal and gifted students.

Insert Table 6 about here.

In summary, the reported research is encouraging in its support of the reliability and validity of the SAGES-P

Conclusion

SAGES-P is a first or second level screening instrument which assists in the identification of gifted elementary students. Its development addresses both the concerns in testing regarding the identification of gifted children and the guidelines prepared for culturally reduced instruments.

The content of the two subtests reflect areas of curriculum found in gifted programs: reasoning ability and general information. Because SAGES-P was developed with gifted students, a sufficient number of items differentiate abilities among the gifted and normal children at different chronological age.

The normative data provided at different chronological ages for gifted and normal students assist teachers and administrators in determining how a student may function within gifted or normal groupings. The SAGES-P subtests are untimed Procedures may be followed for both individual or small group screenings.

Mr. Young, referred to in the introduction, had a dilemma. By using an instrument such as SAGES-P, his twin boys may be at a lesser risk for inappropriate identification and ultimate placement in a program for gifted children. As SAGES-P is used in the years ahead, educators will gather additional information which will provide new insights regarding the identification of this select population.

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Figure 1. SAGES-P Schema

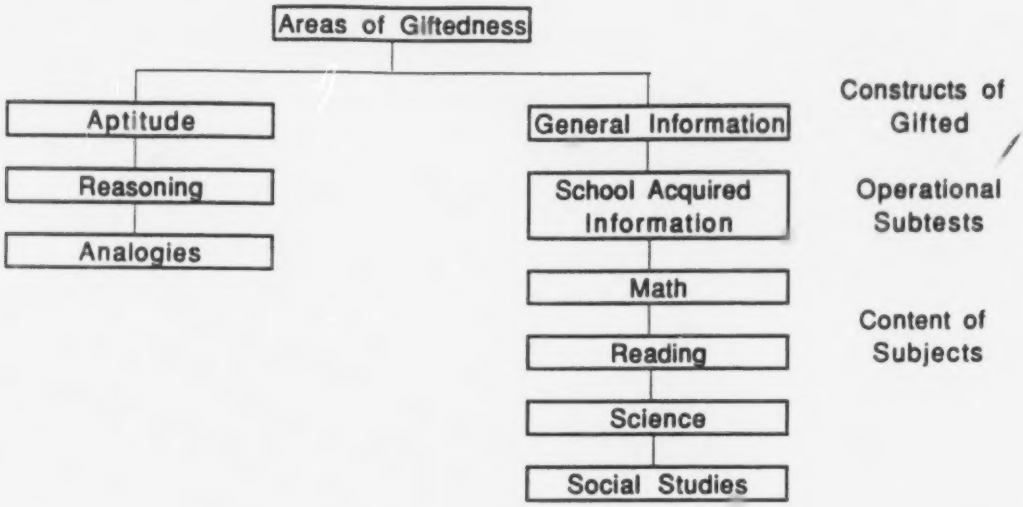

Table 1. Demographic Characteristics of the Normal Sample

Characteristic	Percentage of Sample	Percentage of School Age Population
Race		
White	84	80
Black	12	16
Other	4	4
Ethnicity		
Native American	2	1
Hispanic	9	11
Oriental/Pacific Island	2	3
Other	87	85
Gender		
Male	52	51
Female	48	49
Domicile		
Urban	74	77
Rural	26	23
Geographic Area		
Northeast	19	19
North Central	28	24
South	32	36
West	21	21
Educational Attainment of Parents		
0-11 Years of School	13	16
4 Years of High School	37	40
1-3 Years of College	22	20
4 or More Years of College	28	24
Age (Number of Cases)		
Five (228)		
Six (738)		
Seven (924)		
Eight (691)		

Table 2. Demographic Characteristics of the Gifted Sample

Characteristic	Percentage of Sample
Race	
White	78
Black	16
Other	6
Ethnicity	
Native American	
Hispanic	1
Oriental/Pacific Island	10
Other	4
	85
Gender	
Male	49
Female	51
Domicile	
Urban	73
Rural	27
Geographic Area	
Northeast	16
North Central	28
South	34
West	22
Educational Attainment of Parents	
0-11 Years of School	1
4 Years of High School	16
1-3 Years of College	14
4 or More Years of College	70
Age (Number of Cases)	
Five (104)	
Six (318)	
Seven (403)	
Eight (209)	

Table 3. Internal Consistency Reliability Coefficients for SAGES-P

Sages-P Subtests	Ages 5	6	7	8	Avg.
Gifted					
General Information	87	90	91	91	90
Reasoning	96	95	95	93	95
Total	95	95	96	95	95
Normal					
General Information	90	88	89	90	89
Reasoning	94	95	95	95	95
Total	95	95	95	95	95

Table 4. Correlation Between SAGES-P and Aptitude Tests

Aptitude Tests	SAGES-P General Information	Reasoning	Total Score
Wechsler Intelligence Scale for Children Revised Revised Full Scale	72	65	70
Stanford Binet Intelligence Scale	74	68	73

Table 5. Correlation Between SAGES-P and Achievement Tests

Criterion Tests	SAGES-P General Information	SAGES-P Reasoning	SAGES-P Total Score
Survey of Basic Skills			
Reading	53	42	64
Language Arts	64	62	70
Composite	69	66	77
Education Ability Series	33	53	49
Peabody Individual Achievement Test Revised			
General Information	63	55	74
Reading Comprehension	NS	48	46
Mathematics	35	NS	36
Otis Lennon School Ability Test	69	55	72

Table 6. Mean Raw Scores for SAGES-P Scores for Gifted and Normal

SAGES-P Subtests	Ages			
	5	6	7	8
Gifted				
General Information	12.3	17.1	23.8	27.1
Reasoning	8.7	12	16.5	18.7
Normal				
General Information	8.9	14.3	18.9	22.5
Reasoning	3.9	7.7	11.9	13.6

Screening Assessment for Gifted Elementary Students--Primary Version (SAGES-P): A New Nationally Standardized Instrument

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March 4, 1992
11:30-12:30 p.m., San Saba Room
Sixth Annual Texas Testing Conference
Austin, Texas

Figure 1. SAGES-P Schema

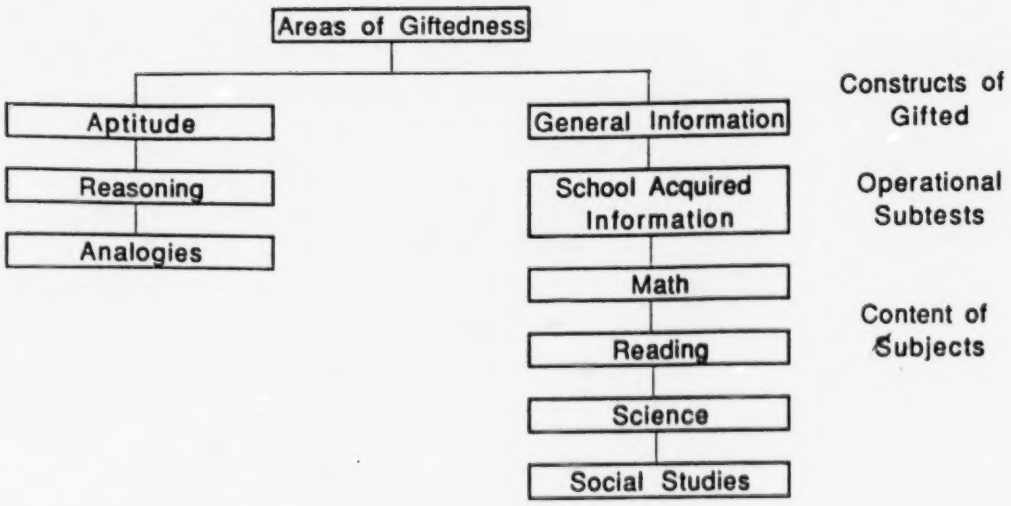

Table 1. Demographic Characteristics of the Normal Sample

Characteristic	Percentage of Sample	Percentage of School Age Population
Race		
White	84	80
Black	12	16
Other	4	4
Ethnicity		
Native American	2	1
Hispanic	9	11
Oriental/Pacific Island	2	3
Other	87	85
Gender		
Male	52	51
Female	48	49
Domicile		
Urban	74	77
Rural	26	23
Geographic Area		
Northeast	19	19
North Central	28	24
South	32	36
West	21	21
Educational Attainment of Parents		
0-11 Years of School	13	16
4 Years of High School	37	40
1-3 Years of College	22	20
4 or More Years of College	28	24
Age (Number of Cases)		
Five (228)		
Six (738)		
Seven (924)		
Eight (691)		

Table 2. Demographic Characteristics of the Gifted Sample

Characteristic	Percentage of Sample
Race	
White	78
Black	16
Other	6
Ethnicity	
Native American	
Hispanic	1
Oriental/Pacific Island	10
Other	4
	85
Gender	
Male	49
Female	51
Domicile	
Urban	73
Rural	27
Geographic Area	
Northeast	16
North Central	28
South	34
West	22
Educational Attainment of Parents	
0-11 Years of School	1
4 Years of High School	16
1-3 Years of College	14
4 or More Years of College	70
Age (Number of Cases)	
Five (104)	
Six (318)	
Seven (403)	
Eight (209)	

Table 3. Internal Consistency Reliability Coefficients for SAGES-P

Sages-P Subtests	Ages 5	6	7	8	Avg.
Gifted					
General Information	87	90	91	91	90
Reasoning	96	95	95	93	95
Total	95	95	96	95	95
Normal					
General Information	90	88	89	90	89
Reasoning	94	95	95	95	95
Total	95	95	95	95	95

Table 4. Correlation Between SAGES-P and Aptitude Tests

Aptitude Tests	SAGES-P General Information	Reasoning	Total Score
Wechsler Intelligence Scale for Children Revised Revised Full Scale	72	65	70
Stanford Binet Intelligence Scale	74	68	73

Table 5. Correlation Between SAGES-P and Achievement Tests

Criterion Tests	SAGES-P General Information	SAGES-P Reasoning	SAGES-P Total Score
Survey of Basic Skills			
Reading	53	42	64
Language Arts	64	62	70
Composite	69	66	77
Education Ability Series	33	53	49
Peabody Individual Achievement Test Revised			
General Information	63	55	74
Reading Comprehension	NS	48	46
Mathematics	35	NS	36
Otis Lennon School Ability Test	69	55	72

Table 6. Mean Raw Scores for SAGES-P Scores for Gifted and Normal

SAGES-P Subtests	Ages 5	6	7	8
Gifted				
General Information	12.3	17.1	23.8	27.1
Reasoning	8.7	12	16.5	18.7
Normal				
General Information	8.9	14.3	18.9	22.5
Reasoning	3.9	7.7	11.9	13.6